DOCUMENT RESUME

ED 105 504 CS 202 033

TITLE	Novel. Language Arts Mini-Course.
INSTITUTION	Lampeter-Strasburg School District, Pa.
PUB DATE	73
NOTE	9p.; See related documents CS202024-35; Product of Lampeter-Strasburg High School
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Class Activities; *Course Descriptions; Course Objectives; *Curriculum Guides; Instructional Materials; *Language Arts; Literature; *Novels; Secondary Education; *Short Courses
IDENTIFIERS	Minicourses

ABSTRACT

This language arts minicourse guide for Lampeter-Strasburg (Pennsylvania) High School contains a topical outline of a course on the novel. The guide includes a list of seven course objectives; an outline of the elements to be studied from eighteenth, nineteenth, and twentieth century novels; a description of novels and concepts to be studied in the course; the presentation of ten student activities intended to complement the readings; and suggestions for instructional materials, including films, filmstrips, and books. (RB)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED105504

Language Arts Mini-Course

N O V E L

Lampeter-Strasburg High School
Lampeter, Pennsylvania

1973

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Lampeter-Strasburg High School
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

CS 202 033

NOVEL

I. OBJECTIVES

A. To identify the setting and its significance to the novel.

B. To recognize round and flat characters.

C. To apprehend and be able to reconstruct the story-line of the novel - the protagonist's problem and goal, the obstacles, the foreshadowing, the turning point, the climx, and the resolutions.

D. To be able to follow flashbacks and more complicated story lines.

E. To detect central conflicts between characters: man and nature, man and environment, man and society, man and ideas, man and God, or man and himself.

F. To discover allegorical levels of meaning - the easiest symbols.

G. To determine the point-of-view on the narrator and the degree of participation of the narrator.

OUTLINE:

I. CHRONOLOGICAL DEVELOPMENT OF THE NOVEL

A. Eighteenth century

B. Nineteenth century

C. Modern novel

II. ELEMENTS OF THE NOVEL

A. Setting in the novel

B. Plot in the novel

C. Characterization in the novel

D. Theme in the novel

E. Symbolism in the novel

F. Irony in the novel

III. LORD OF THE FLIES - WILLIAM GOLDING

A. Setting in Lord of the Flies

B. Plot in Lord of the Flies

C. Characterization in the Lord of the Flies

D. Theme in Lord of the Flies

E. Symbolism in the Lord of the Flies

IV. THE GREAT GATSBY - F. SCOTT FITZGERALD

A. Setting of The Great Gatsby

B. Plot of The Great Gatsby

C. Characterization of The Great Gatsby

D. Theme of The Great Gatsby

E. Symbolism of The Great Gatsby

CONTENT:

I. CHRONOLOGICAL DEVELOPMENT OF THE NOVEL

A. The eighteenth century stressed the gothic novel, the novel of manners, picturesque novel, and the epistolary novel

1. Gothic novel stressed the supernatural, suspense, and horror.
2. Novel of manners explored the way people behaved socially.
3. Picturesque novel told stories of sea voyages and travels to foreign lands.
4. Epistolary novel told its stories entirely through a series of letters.
5. Early novels tended to be episodic and disjointed.

B. Nineteenth century contributed the regional novel, the historical novel, and the saga

1. Regional novel stressed the importance of the setting on the characters; the setting was a locality that was not famous.
2. Historical novel was set in a specific historical time period that had a great effect on the characters.
3. A Saga was the history of a family over several generations.

C. Modern novel is greatly concerned with the handling of time, point of view, and the exploration of the mind

1. Time is handled in various ways. Events are not necessarily in chronological order. The entire story may be a flashback or it could be a single moment of time.
2. Point of view is varied. May be a narrator within a narrated story.
3. Exploring the mind is becoming increasingly important. The reader is often taken directly to the mind of a character and sees, hears, and thinks as the character does. The interior view of the character makes the modern novel powerful.

II. ELEMENTS OF THE NOVEL

A. Setting in the novel

1. May indicate the author's attitude towards his subject
2. May indicate the mood or atmosphere of the story
3. May foreshadow coming events

B. Plot in the novel

1. Plot is based on a conflict between the protagonist and opposing forces
2. Conflicts may be between characters, man against nature, man against environment, man against society, man against ideas, man against God, man against himself or a combination of these.

C. Characterization in the novel

1. Types of characters are "round" (well developed, three dimensional) and "flat" (stock characters; underdeveloped)
2. The title may give a clue to the importance of a character
3. Early descriptive passages will tell much about a character
4. Repeated and different actions that lead to a single impression are important
5. What the character thinks is important
6. The reactions of other characters to him is important
7. Look for stereotypes

D. Theme in the novel

1. The title may give a clue to the theme
2. Characters qualities may indicate a theme
3. The qualities of the forces acting for or against the protagonist may be significant
4. Repeated details and the location of the action can be significant

E. Symbolism in the novel

1. Details of the setting may also describe conditions associated wtih the time, place, and atmosphere described
2. Characters names, details about their appearance, or objects they observe may indicate concepts or attitudes associated with the characters

   a. Names may reveal a characteristic of a figure
   b. Appearances may refer to a concept that indicates a specific attitude. Example: Flies are the same colors as those of the Nazi movement and may represent cruelty and ruthlessness demonstrated by the Nazis.
   c. Certain objects generally carry the same meaning. Example: A king's scepter usually represents authority.

3. Series of repeated actions may be symbolic or indicate a ritual or tradition

F. Irony in the novel

1. Irony is the contrast between what seems to be so and what is so
2. Details the story will lead the reader to draw conclusions about the nature of characters and conditions which will be reversed by the outcome
3. Some details may lead the reader to suspect irony later in the story
4. Look for a definite point that will lead to a reversal of initial impressions
5. Reviewing the story after completing it will reveal full extent of irony

III. LORD OF THE FLIES - WILLIAM GOLDING

A. Setting in The Lord of the Flies

1. Story takes place on an unknown island in the near future
2. This vagueness adds a universal touch which makes the story relevant to the reader

B. Plot in Lord of the Flies

1. The plot moves slowly with a progressive degree
2. The central conflict is between Ralph and Jack for control of the island; more subtle is the battle for dominance of civilization or barbarism
3. The plot is presented in a simple way which adds a fairy-tale flavor to the story

C. Characterization in Lord of the Flies

1. The characters may represent various aspects of the human mind that are struggling within a single organism

   a. Jack may represent man's capacity for unrelated passion; he acts impulsively with no thought for the consequences
   b. Piggy represents the power of intelligence and knowledge
   c. Ralph represents the capacity for rational thought although his lack of intelligence makes him unable to act decisively
   d. Roger represents the worst human qualities of cruel and brutal behavior
   e. Simon represents the mystical and visionary faculty of the mind

2. The story demonstrates the danger of allowing the primitive and brutal urges dominate the personality of a person

D. Theme of Lord of the Flies

1. Lord of the Flies

a. The story revolves around the problem of the human soul and salvation; deals with the nature of good and evil, guilt and responsibility, and the meaning of death an free-will.
b. "The Beast" indicates the inner evil found in all men. "The Beast", which is a product of the boys fear, implies that the human soul is unable to be entirely free of its own ignorance and fear.

2. Lord of the Flies and the positive influence of society

a. Humans are capable of intense evil because of their own nature and not because of any other forces.
b. Civilization is all that restrains man from a barbaric and degrading existance.
c. It is only through conformity to accepted moral standards of society that any hope for an ethical state can exist.

E. Symbolism in Lord of the Flies

1. The pig's head is the "Lord of the Flies" which is a translation of Beelzebub (Satan). Represents the ageless and original evil in man.
2. The couch, which is used as a horn to call assemblies and indicate who is to speak at meetings, may represent rules, civilization, and order.
3. Piggy's spectacles may represent a rational way of looking at the world. The loss of his glasses make Piggy (reason) blind just as the boys have turned totally barbaric.
4. The symbols in Lord of the Flies may be interpreted in many ways which is representative of the complexity of human behavior.
5. The "beast" (symbolized by the parachutist) is the capacity for evil in all human beings. The boys have created "the beast" from their own minds and so actually fear themselves.

IV. THE GREAT GATSBY - F. SCOTT FITZGERALD

A. Setting in The Great Gatsby

1. Story takes place in East Egg and West Egg.
2. West Egg is the home of the "nouveaux riches" - people with wealth who lack the traditions associated with it.
3. East Egg is the home of those who have the wealth and the inherited traditions but have been corrupted by the ease their money has provided.
4. From a distance both "Eggs" and lifestyles are identical.
5. Gatsby's home is representative of his social condition; it is an imitation of a European structure complete with brand-new ivy.
6. The progression from spring to autumn serves as a backdrop. Gatsby, like the dead leaves, dies at the end of the year.

B. Plot in The Great Gatsby

1. The plot centers around Gatsby's struggle to achieve the American dream, represented by Daisy.
2. Tom Buchanan and the forces he represents are opposed to Gatsby and ultimately destroy him.

C. Characterization in The Great Gatsby

1. Nick Carraway is the narrator who is a shrewd observer of character. He perceives Tom and Daisy's irresponsibility and Jorden's lying tendencies. Nick reaches the symbolic age of thirty when he witnesses the Buchanan's and Jorden's reaction to Myrtle Wilson's death. He realizes he can no longer tolerate the morals of the eastern sophisticates and so returns to the middle west.
2. Jay Gatsby struggles fruitlessly to repeat past forever. He is devoted to fulfilling a romantic dream that he created when he was very young. The dream is fine, but his means of attaining it (through racketeering) are corrupt.
3. Daisy Buchanan is beautiful, enchanting, and hollow. She and Tom, although outwardly hostile, are actually partners in a "secret society" of wealth. She is an illusion and a fake in that she is hiding her emptiness behind a mark of charm. In this sense, she represents the corrupted American dream.
4. Tom Buchanan represents the morality and values of the established wealthy class. He lacks both Gatsky's idealism and Nick's personal integrity and so is well equipped to succeed in the materialistic world.
5. Jorden Baker is mainly a device to keep Nick in the plot through their undeveloped romance.

D. Theme in The Great Gatsby

1. The dominant theme is that American idealism has been corrupted by adopting materialism as its means.
2. Gatsby's death demonstrates that those who try to maintain an idealism based on only materialistic values are doomed.
3. The corruption of wealth is shown by the conflict between the East and West Eggers.

E. Symbolism in The Great Gatsby

1. Colors are significant

   a. Silver and gold or yellow recur often representing wealth.
   b. White is Daisy's color; she wears white dresses and recalls her "white childhood." It creates the image of a princess for Gatsby's dream.
   c. Green is the color of the light at Daisy's house and the color of the "breast of the new world." It links Gatsby's dream of acquiring Daisy with America's dream of success and wealth.

2. The ash heap near Wilson's garage is representative of the waste land of the common man and the waste that accompanies affluency.
3. It is Gatsby's automobile, the symbol of wealth in America, that kills Myrtle Wilson.
4. The gigantic, sightless eyes of the Dr. T. J. Eckleburg advertisement are related to God by George Wilson.

ACTIVITIES:

1. Students will view filmstrips on "The Novel in Literature," explaining the development of the novel.

2. Students will view a filmstrip on "What is Style?"

3. Students will view a filmstrip on "The Novel" from "Forms of Literary Expression."

4. Organize a formal debate on the topic "Man is basically good/evil."

5. Students will read a third, a[illegible]ed novel. Groups of students will discuss aspects of setting, points of view, and handling of time and themes in light of the novel they have read.

6. Students can rewrite a scene from one of the novels and act it out.

7. Students can produce an advertisement urging others to read a novel.

8. Students will view a filmstrip on The Great Gatsby.

9. Students will view a film, "Novel--What It Is, What It's About, What It Does" (available through IU 13)

10. Students may compile a scrapbook of book reviews, some on The Lord of the Flies and The Great Gatsby.

MATERIALS:

I. FILMS

"Novel - What It Is, What It's About, What It Does"
(Available through IU 13)

II. FILMSTRIPS

A. "The Novel in Literature" (set of six)

B. "The Novel"

C. "What is Style?"

D. "Gatsby the American Myth"

III. BOOKS

A. Lord of the Flies - William Golding

B. The Great Gatsby - F. Scott Fitzgerald